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ABSTRACT

The handbook provides broad guidelines, suggestions, and descriptions of effective mainstreaming practices in New York City Public Schools. An initial section reviews factors related to successful mainstreaming, including effective school environment, strong administrative leadership, and parental involvement. Eight general principles for implementation are considered, including establishing and defining the necessary behaviors for all students, identifying staff responsibilities and preparing parents, outlining safety features for participation, and familiarizing staff and children on student needs. Responsibilities are listed for school administrators, special education teachers, regular education teachers, the Division of Special Education Supervisor, and general school staff. Activity suggestions are offered for facilitating mainstreaming in lunch, assemblies, trips, and special events. Activities are presented for elementary and junior high levels and high school levels. Information is given regarding program and safety considerations, strategies for accomplishing activities, and special considerations in regard to specific students. The guide concludes with a listing of resources on mainstreaming (training materials, books for teachers and students, filmstrips, films and videotapes, and kits). (CL)

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HANDBOOK ON MAINSTREAMING NONACADEMIC ACTIVITIES

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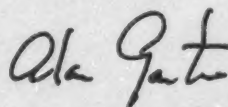
FOREWORD

The process of including and involving students with handicapping conditions with general education students is frequently referred to as "mainstreaming." The term mainstreaming, which appears neither in the pertinent federal laws or regulations, is a shorthand way of expressing the opportunities to be provided to students with handicapping conditions to participate in activities with other students. For those students with handicapping conditions for whom special education is a temporary thing, and this should be the case for most, these mainstreaming opportunities form the bridge back to regular education. And for those who will continue in special education, they provide the experiences which form a necessary part of the preparation for post-school life in the larger society. For all students, these opportunities have significant impact on the way individual differences are accepted within the society.

While in many ways, a student's school life is a seamless cloth, for the sake of giving appropriate attention to its various parts, mainstreaming opportunities can be divided into those activities involving nonacademics (e.g., trips, lunch, and other schoolwide activities) and those involving academic content areas.

In the latter, appropriate mainstreaming opportunities are prescribed on a student's IEP. In areas of nonacademic activities it is expected that all students will be mainstreamed except where specifically precluded on the student's IEP. (Procedures for implementing this policy, as well as details as to brief exceptions, are set forth in the Chancellor's Regulation B 450.) This Handbook has been developed to assist in the implementation of non-academic mainstreaming.

Since schools are unique, no one model of mainstreaming can be implemented in every school. Yet many effective practices, guidelines, and suggestions can be shared. It is hoped that this Handbook, which provides broad guidelines, suggestions, and descriptions of existing effective practices in New York City Public Schools, will provide direction and inspiration for school administrators and staff to increase the involvement of special education students into the total fiber of school life.



Alan Gartner
Executive Director

INTRODUCTION

There has been enormous professional attention and activity given to the involvement of special education students with regular education students in mainstream activities. Mainstreaming, the process of progressive inclusion of students with handicapping conditions into close contact and involvement with regular education students, requires what has been described as a renegotiation of boundaries between regular and special education and the uniting of the skills of both components to provide all students with equal educational opportunity.

While the process of mainstreaming is a continual one, in the daily operation of school activities, opportunities for participation of special education students with regular education students can be divided into nonacademic activities (e.g., assemblies, trips, lunch, and other schoolwide activities) and academic activities. While participation in mainstream academic activities is specified on a student's IEP, it is expected that all students will be mainstreamed (except where specifically precluded on the student's IEP) in the nonacademic activities, i.e., assemblies, trips, lunch, and other schoolwide activities. The process of involving special education students in these activities is the focus of this handbook.

Involving special education students with regular education students at the most appropriate level for lunch, assemblies, trips, and special events, has potential for student improvement in the very significant areas of social skills and social development.

Increasingly, the importance of social skills and positive social development as educational goals for all students has been recognized. Often, students who are incompetent in their social relationships with their peers are likely to be at risk for the development of problems as adolescents and adults. Social behavior has been identified as a key factor in the acceptance or rejection of special education students by their classmates in regular education. Social skills have been linked to successful adjustment in academic, vocational, and interpersonal areas.

Thus, these nonacademic activities offer an important opportunity for special education students to practice and test their skills in appropriate social behaviors. Improving the ability of these students to accept and function within the parameters of the school social system and its requirements have a lasting effect upon the possibilities of successful adaptation in later life. These activities provide the opportunities in informal situations for special education students to observe other students, e. and their range of role models, try out social skills, learn to evaluate feedback from other students, and increase their awareness of the effect of their personal behavior on others.

The success of involving special education students in these activities is closely linked to the climate and effectiveness of the school. The thrust of all mainstreaming efforts is toward a unified and cohesive school system for all students. In nonacademic mainstreaming activities, such as, lunch, assemblies, trips, special education students become a part of the entire school as they participate along with all other students. This has implications for the school and for all staff members. The school community, when unified in support of goals of mainstreaming, becomes the milieu for promoting the social development of all students, handicapped or not. Administrative support, clearly demonstrated, is essential for such efforts.

How an administrator achieves a successful mainstreaming program in his or her school cannot be reduced to a simple formula. Because each school is a unique entity with its own tone, relationships, and expectations, the mainstreaming process will vary from school to school. Yet, there are factors which are more likely to insure success in every school, guidelines which make implementation more effective, and strategies and resources which can be shared. The remainder of this Handbook is organized in these areas, as follows: (a) factors related to successful mainstreaming, (b) implementation guidelines and strategies, and (c) resources.

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FACTORS RELATED TO SUCCESSFUL MAINSTREAMING

Successful mainstreaming is the result of several factors operating within a school. These essential factors are:

- . effective school environment
- . strong administrative leadership
- . effective special education programs
- . effective communication and cooperative planning
- . parental involvement

When these factors are present in a school, the foundation for designing a successful mainstreaming program is strong. Each of these factors are discussed.

Effective School Environment

The success of the mainstreaming process is closely linked to the general effectiveness of the total school environment. Recent research associated with school effectiveness has indicated that several variables are indicative of an effective school: (1) high expectations for all students, (2) orderly atmosphere, (3) strong principal leadership, (4) sense of teacher efficacy, (5) emphasis upon learning, and (6) regular assessment. These variables seem to be of equal importance for mainstreaming success. Effective schools provide a conducive environment for the involvement and participation of special education students with regular education students.

Strong Administrative Leadership

The Community District Superintendent's attitude in support of mainstreaming is very important; the superintendent sets the tone for the district, so the principal sets the tone for the school. If there is a real commitment and a positive attitude toward mainstreaming, other issues seem to fall into place.

The important role of the school principal has been emphasized repeatedly in research, the professional literature, and in interviews with school staff. The principal must not only be accepting of the concept of mainstreaming but also must assume a strong, open leadership role in support of it. S/he can use administrative prerogatives to foster mainstreaming, such as, school scheduling, assignment of special education children to integrated activities and special events, etc.

The principal is the school's major leader in the planning and implementation of the nonacademic mainstreaming activities. The principal

must provide time and the climate in which the regular education and special education teachers can express and explore their concerns about working with students with handicapping conditions. Feelings have their own reality and cannot be ignored. They must be acknowledged and understood as the basis for staff acceptance and support for mainstreaming. This is a crucial responsibility for principals who must come to terms with their own feelings as well as provide leadership and opportunities to the teaching staff to enable them to grow personally and professionally in this area.

Teacher attitudes and expectations are important; expectations and attitudes influence teacher behavior. In schools where principal and teachers have a positive approach, which is manifested in the attitude that all students can learn and grow, mainstreaming has been most successful. The message for successful mainstreaming programs is clear: Special education is an integral part of the school rather than an adjunct to it.

Effective Special Education Programs

Coupled with the crucial aspect of administrative leadership is the need for special education staff to provide an instructional program in the special education classes which is perceived as being appropriate and effective by the regular education staff. Special education teachers must act as advocates for their students. Special education teachers may be very effective in gaining acceptance for their students by reaching out to regular education teachers in support of mainstreaming efforts. When the special education teachers are convinced of its positive values and work actively to achieve its objectives, successful experiences in nonacademic mainstreaming are most likely to occur. The best encouragement of mainstreaming is knowing that support from the special education staff will be available if needed.

Effective Communication and Cooperative Planning

Communication is an essential link between regular education and special education staff. There must be a perception of support in both directions: special education staff to the mainstream and regular education staff to the special education students. The staff must have opportunities to communicate on an informal and formal basis regarding the involvement of special students in nonacademic activities.

Communication is enhanced when mainstreaming programs are cooperative in their planning. Careful planning anticipates difficulties, finds creative solutions and remedies, and provides a program which has a greater chance of success. Time for planning is an essential factor. Cooperation between special education and regular education teachers can be enhanced by opportunities for informal social contact, such as: meetings in faculty lunchroom, school social events, joint participation in faculty conferences, inclusion of special education teachers in grade conferences, participation in faculty-student games, preparation of bulletin boards in the corridors.

In schools where mainstreaming works well there is a feeling that the needs and concerns of special education and regular education teachers are

considered. This comes from effective communication and cooperation. The mutuality in planning and implementation tends to unite staff. In these schools there is a sense of one faculty.

Parental Involvement

Parents in the school community are an important factor to be considered in effective mainstreaming. The PTA can encourage mainstreaming by holding meetings on special education topics to help parents understand the need to include all special education students in general school activities. That which is unknown arouses the greatest anxiety; parents of the school can learn about handicapping conditions and get to know the special education students and staff. In many schools the PTA includes parents of special education students. PTA support has been a helpful factor, especially concerning lunch and special events mainstreaming where regular education and special education students interact on the largest scale.

IMPLEMENTATION GUIDELINES AND SUGGESTIONS

In developing procedures for implementing nonacademic mainstreaming, school administrators can benefit from the experiences of successful programs. Some principals have developed programs which link mainstream and special education teachers and students in a total school approach. Such programs need to increase throughout the school system. There are general principles which facilitate program implementation, responsibility delineation that is helpful for staff utilization, student preparation activities which increase success, and suggestions for each activity which make the mainstreaming efforts an exciting process for school personnel.

General Principles

Whether the activity is lunch, a trip, assembly program, or special event, there are some general guidelines which an administrator should keep in mind. These principles or guidelines and the factors discussed in the previous section increase the chances for a successful program of full participation. Table 1 provides a listing of these guidelines.

TABLE 1

General Principles for Implementation

1. Participation in the activity in the same manner, under the same conditions, as much as possible
2. Establish and define the necessary behaviors for all students
3. Encourage and obtain staff input
4. Use all opportunities
5. Consider safety features for participation
6. Familiarize staff and children on student needs
7. Identify staff responsibilities and prepare students
8. Persist for greater involvement

1. Participation in the activity in the same manner, under the same conditions, as much as possible

The overall guiding principle in all activities should be that special education students will participate, to as great an extent as possible, in the same manner and under the same conditions as all students. Certain provisions will, of course, be required to meet the highly specialized needs arising from the nature of the handicapping condition of some pupils. The goal is to allow for the maximum level of appropriate interaction among students while still providing the supportive concern that is needed.

2. Establish and define the necessary behaviors for all students

It is important to define and delineate the minimal social behavior expectancies for all students in the school relating to the nonacademic activities. All students must be aware of what is expected of them. The tolerance for unusual behaviors varies from one person to another, as from one setting to another. The definition of acceptable behaviors will reflect differences in school tolerance, standards, and expectancies. Allowances can be made for the diversity of students, but nevertheless, there must be an expression of the basic requirements of the particular setting.

The entire staff should participate with the school administration in defining the necessary and appropriate student behaviors required for all students within the school's nonacademic activities. For example, in lunch period the targeted behaviors may include: entering the lunchroom, locating the designated table, sitting quietly, listening and responding to instructions, lining up and waiting to obtain lunch, appropriate student interaction at the lunch table. In the assembly period, behavior may include: sitting quietly, dressing appropriately, participating in opening exercises, walking to proper seat, etc. When the behaviors are specified, then all members of the staff who come into contact with the students can develop those behaviors and can expect students to acquire the necessary social behaviors and skills.

3. Encourage and obtain staff input

Principals have found valuable the establishment of a staff committee which includes regular education and special education personnel to recommend, develop, monitor, and disseminate information about school plans for integration of special education students. In this way teachers can offer their input, perception, and understanding of the needs, problems, and possibilities inherent in the mainstreaming efforts. For many teachers the opportunity to participate actively in planning presents a challenge and stimulation which is experienced as a means of professional growth and recognition. Teachers who participate in real planning, and who see results from their involvement, may become very effective agents of change in attitudes of their colleagues toward acceptance of special education students in mainstreaming activities.

4. Use all opportunities

All opportunities for nonacademic mainstreaming should be considered. Sometimes opportunities are overlooked because of a perception that "special education students can't do that." Procedures for offering opportunities to participate in all activities have resulted in the most effective implementation of mainstreaming.

5. Consider safety features for participation

In designing an effective mainstreaming program, particular attention must be given to the safety and health considerations of students with special needs. The administrator, in consultation with the special education staff, should identify the unique safety and health needs of individual students and make appropriate modifications and provisions for insuring that participation is conducted in a secure environment. The safety considerations are provided in Table 2. Administrators can distribute these to their staff when planning a mainstreaming program. (see Table 2, General Safety Measures for Mainstreaming, page 8)

6. Familiarize staff and children on student needs

In order to reduce the apprehensions that regular staff and students may have toward handicapped individuals, it is helpful to provide staff with information about particular individual needs of students with handicapping conditions. For example, knowing that many hearing impaired students often have unintelligible speech may lessen fears of staff and students and increase the awareness of why the behavior is occurring. Table 3 provides information concerning the needs of students with particular handicapping conditions. Of course, as students with special needs participate in school activities, the familiarity with special education student's needs and can form the basis for later successful academic mainstreaming. (see Table 3, Information on Student Needs, page 9)

7. Identify staff responsibilities and prepare students

Understanding the responsibilities that all staff have in the mainstreaming process is an important step in planning a successful program. Delineating responsibilities facilitates implementation and reduces confusion. Besides having staff aware of their responsibilities, it is important to prepare students for mainstreaming activities. These two activities are discussed in detail in the next section.

8. Persist for greater involvement

There are instances when all students have difficulties during school periods. This should set off a process of assessment of the situation, adjustment, retraining if indicated, and then trying again.

Principals have observed that they and their staffs are sustained by the attitude that, "If we had a bad day today, we'll work at it and tomorrow will be better." Principals and staff should not be dismayed by problems; often the focusing of thought and attention on the situation sets off actions which lead to improvement and greater involvement in school activities.

TABLE 2

General Safety Measures for Mainstreaming

- . Provisions for the safety of visually limited, hearing handicapped, and orthopedically handicapped students may include assignment of a regular education student "buddy"
- . Provision of adequate space for placement of wheelchairs
- . Planning for the safe entry, seating, and exit of students who use orthopedic appliances
- . Alerting appropriate staff to the special medical needs and possible emergencies which may arise in connection with certain handicapping conditions (e.g., cerebral palsy, epilepsy, chronic cardiac conditions)
- . Fire exits should be clearly identified
- . A system of emergency fire alerts should be instituted for children who are unable to hear. Such a signal system should be arranged by the school administration in conjunction with teachers of the deaf and/or safety professionals.

TABLE 3

Information on Student Needs

Hearing Handicapped

- . Students often have defective unintelligible speech
- . It is helpful to speak clearly while facing deaf pupils directly
- . When it appears these students have difficulty in understanding what has been said, it is helpful to rephrase rather than just repeat
- . Hearing aids do not correct hearing to normal limits
- . Students may be guided to adjust their personal hearing aids to compensate for varying sound levels during activities
- . Students should be trained by their teachers to observe routines, safety rules, and correct behavior
- . An attitude of nonapprehensive acceptance by the involved adults helps hearing handicapped students to function best in the mainstream

Multi-Handicapped Visually Impaired

- . These students should proceed to the activity either shortly before or soon after the entire student body to minimize problems of crowding. If they go to the activity at the same time as all students, it is helpful for them to use a different staircase
- . Paraprofessionals from the self-contained classes for visually impaired may accompany the students to an activity when feasible
- . Sighted buddies from regular education may be assigned to assist the visually impaired students during an activity (e.g., picking up lunch trays)

RESPONSIBILITIES OF STAFF

One important step in implementing successful participation of special education students in the mainstream of school activities is for professionals to understand their responsibilities. Successful mainstreaming programs indicate that when each of the participants understands how s/he is to contribute to the mainstreaming process, better communication and cooperation results. Therefore, one task for the administrator and staff is to determine for their particular school what responsibilities each staff member will assume. While each school may vary in their delineation of responsibilities, some common responsibilities are likely to emerge in every school. A listing of these responsibilities for the school administrator, special education teacher, regular education teacher, supervisor of special education, and general school staff are presented below.

Responsibilities of School Administrator

- . works with staff to establish criteria, expectations, and procedures for implementation of mainstreaming program
- . identifies his/her specific administrative role in the mainstreaming process, e.g., degree of direct supervision, lines of authority, issuance of commendation cards
- . arranges schedules and coverage assignments for mainstreaming activities
- . supervises the implementation of procedures to assure the physical safety of handicapped students during participation in mainstreaming activities
- . incorporates issues relating to mainstreaming into the school staff development program
- . maintains open lines of communications with school personnel and students involved in mainstreaming
- . sets school tone of cooperation towards achieving desired mainstreaming goals
- . encourages parental and community support of mainstreaming goals through PTA meetings, school bulletins, newsletters, informal contacts, etc.

Responsibilities of the Special Education Teacher

- . participates in the planning process for mainstreaming activities
- . identifies the particular behaviors that will be required of his/her students in their school milieu
- . teaches toward the targeted behaviors needed in the mainstream setting
- . establishes structured management routines within the classroom
- . establishes classroom procedures for development of school appropriate behaviors as basis for generalization into other larger and/or different settings
- . maintains ongoing communication with regular education teachers, school administrators, and other school personnel concerning student progress in achieving expected behaviors during mainstreaming activities
- . periodically monitors the mainstream experiences and reinforces targeted behaviors in the classroom settings

Responsibilities of the Regular Education Teacher

- . participates in establishing criteria for required school appropriate behaviors in mainstreaming activities
- . participates in establishing consistent intervention practices in support of expected school-appropriate behaviors
- . maintains ongoing communication with school administration and special education teachers to monitor and assess effectiveness of mainstreaming activities

Responsibilities of the Division of Special Education Supervisor

- . participates with school administration and staff to establish criteria and procedures for implementation of mainstreaming activities
- . serves as a resource person to the school in support of mainstreaming
- . assists teachers with planning in class preparation of students for mainstreaming
- . maintains ongoing communication with all school personnel involved in mainstreaming

Responsibilities of the General School Staff (Aides, Paraprofessionals, Cafeteria, Custodial, Office Staff, School Safety Personnel)

- . participate in training concerning specific needs of special education students
- . follow directions from the school administration concerning their specific assignments and techniques of working with special education students during mainstreaming activities
- . maintain communication with administration and other school personnel
- . provide feedback on day-to-day functioning of mainstreaming activities

PREPARING STUDENTS

Another critical step in implementing a successful mainstreaming program is the preparation of regular education students and special education students. While nonacademic school activities provide a natural opportunity for integration of all students, experience and research indicate that preparing students in regard to appropriate behaviors, attitudes, safety considerations, and individual needs is an important element for successful implementation.

Preparing all students begins with the school administrator and staff identifying the expectancies for school-appropriate behaviors for all students. The basic behaviors which reflect the expectancies and norms at each school must be clearly understood by all students. It must be clear that students are expected to live within the parameters of the social system which each school represents. While there may be instances when some students may not behave as required, the basic expectation that all students must accept and respect the rules of the social group remains in effect.

Each school can utilize a variety of methods and activities to prepare students. Student characteristics, staff expertise, environmental features, and administrative leadership will influence the approach the staff takes in preparing students. However, vital to successful involvement is the way the staff accepts and includes special education students within the school. If the school staff models genuine and natural acceptance of special education students, the students are more likely to respond in a similar manner. Diminishing student apprehension toward handicapping conditions and reducing social rejection of special education students is one of the outcomes of preparing students for mainstreaming activities. Several suggested activities are provided in Table 4. The resources at the end of the Handbook provide some ready-made materials that can be used in doing some of these activities. (see Table 4, Preparation Activities for Students in Mainstreaming, page 14)

TABLE 4

Preparation Activities for Students in Mainstreaming

Regular Education Students

- . awareness and information discussions on safety considerations for physically handicapped students and sensory impaired students
- . peer tutoring and/or buddy assignment
- . information on handicapping conditions incorporated into general curriculum
- . video tapes, films on handicapping conditions
- . simulation and role playing of having a handicapping condition
- . providing fiction and non-fiction on individuals with handicapping conditions
- . interclass visitations between children
- . presentation on rights of handicapped individuals

Special Education Students

- . discussion and training on behaviors necessary for participation in mainstream
- . practice of the behaviors needed for participation in mainstream activities
- . role playing alternative responses to possible social situations
- . peer tutoring and/or buddy assignment
- . interclass visitation between children
- . gradual introduction to various school settings

ACTIVITY SUGGESTIONS FOR ELEMENTARY AND JUNIOR HIGH SCHOOL

The suggestions for facilitating the mainstreaming process in lunch, assemblies, trips, and special events in elementary and junior high schools have been organized on the following pages to reflect the experiences of principals, supervisors, and teachers who are involved with successful mainstreaming programs. For each activity, the following information is given:

Program

Considerations: these are items the administrator and staff must consider in planning a program

Safety

Considerations: special safety features which should be kept in mind for this particular activity

Strategies:

strategies and recommendations for accomplishing the activity are suggested

Special

Considerations: particular recommendations for specific students

For assemblies, trips, and special events, a sample of programs which have occurred in the public school system are provided. For each of the activities, the administrator is reminded that the overriding framework should be:

- . Try to do the activity in the same manner and along with all other students as much as possible;
- . Use the activity as an opportunity for direct and indirect instruction in socialization.

ACTIVITY: LUNCH

Program Considerations:

- . Size of lunchroom facility
- . Total number of pupils
- . Ages and levels of pupils
- . Nature of handicapping condition
- . Other uses of lunchroom
- . Available support personnel

Safety Considerations:

- . See Table 2, page 8

Strategies:

- . Intersperse special education students for table assignments
- . Assign students to groups that are age appropriate or grade level appropriate
- . Instructional lunch period, supervised by special education staff, should provide opportunities for social skill development
- . Use "staggered lunch line up" to prevent overcrowding
- . If students select their own seats, special education students should do so also
- . Small groups of special education students sitting with mainstream classes on a regular basis
- . Use the recess period following lunch as an opportunity for improving self-concept and integration

Special Considerations:

- . None

ACTIVITY: ASSEMBLY

Program

Considerations:

- . Assess student readiness for involvement in a presentation
- . Offer opportunities for both on-stage participation or in preparation activities
- . Offer opportunities for joint programs as well as individual programs
- . Prepare students in advance for assembly routines

Safety

Considerations:

- . See Table 2, page 8

Strategies:

- . In giving a presentation, special education students may test the production on a limited audience before delivering to the entire school
- . Joint programs, developed by regular education and special education teachers, provide an increased opportunity for students to work together
- . Intersperse special education classes among all other classes by grade or age level rather than having students sit as a unit
- . Include special education students in the Color Guard, school chorus, orchestra, as appropriate

Special

Considerations:

For Hearing Impaired Students

- . Seating should be close to the stage in a well-lit area
- . Performers and speakers should be alerted to face the audience to facilitate lipreading
- . Teacher of the hearing impaired, if available, might serve as an oral or sign language interpreter

For Orthopedically Handicapped Students

- . Students in wheelchairs can be situated where they are stabilized and allowed free access to the aisles (behind last row or directly in front of stage)

AN ASSEMBLY SAMPLER

- . HC30 and regular education fifth grade classes jointly presented "The Wizard of Oz" as a highly successful fund-raiser for the School Fund.
- . Young NIEH students participated with some regular education K-3 students in a Brotherhood Week presentation for the entire school community including students, parents, and PTA.
- . Special education students participated in the Annual Show of an elementary school. This was presented on three consecutive evenings to large and enthusiastic community audiences.
- . NIEH students participated in tryouts for the sixth grade school play and some won parts in the performance.
- . Some special education students are members of the school band and play for assembly performances at a junior high school.
- . Special education and regular education students jointly performed "West Side Story" for their elementary school.
- . Special education and regular education students, in conjunction with Art Studios, prepared a Pan-American Day performance for their school in tribute to Roberto Clemente.
- . Special education students participate in the school Annual Honors Assembly.

ACTIVITY: TRIPS

Program

Considerations:

- . Trips reflect curriculum and interests of group
- . Supervisory considerations
- . Site selection being appropriate to all children
- . Research sites for appropriateness
- . Public transportation requires training students on routines and safety features

Safety

Considerations:

- . See Table 2, page 8

Strategies:

- . Involve regular education students and special education students on combined trips
- . Joint planning should arrange for appropriate staff coverage
- . Preplanning should alert staff at site of any special needs of students
- . Teach and rehearse appropriate trip behaviors concerning safety and routines
- . Teach students about destinations; what they will see and do; how this relates to their program
- . Use a buddy system linking one regular education and one special education student
- . Use pre-trip joint lessons involving regular education and special education students
- . All students should have appropriate identification
- . Provide follow-up discussions

Special
Considerations:

For Hearing Impaired Students

- . Many cultural institutions offer special programs for the hearing impaired which may be available for trips. One site of interest is the National Theater of the Deaf
- . Preteaching of key concepts and vocabulary related to the trip is required

For Orthopedically Handicapped Students

- . While the trip may be planned for a combined regular education and special education group, separate busses for orthopedically handicapped students will be needed to assure their safety
- . Principals should consult with the special education staff to be certain that the proper type of bus (hydraulic lift bus, minibus, etc) is requested
- . Staff should visit the trip site beforehand to determine general accessibility, degree of crowding, adaptations and accessibility, etc.
- . Staff at site should be alerted to special arrangements for lunch, such as, removing chairs to make room for wheelchairs at lunch tables, etc.
- . If the student is physically able to move out of his/her wheelchair easily and use a regular chair at the table or in an auditorium, provision must be made for an easily foldable wheelchair and for its temporary storage
- . Trips should be appropriate to special needs of students (e.g., a "hands-on" experience for children who do not have use of their hands may have little value, etc.)
- . Trips should be scheduled for days when support staff are available at the school to accompany the group

A TRIP SAMPLER

- . An NIEH class and a third grade regular education class studied the same science unit at the same time. They then made the culminating trip to the Planetarium together. As a follow-up activity, they did a joint project on the unit for the school Science Fair.
- . Regular and special education classes take trips together to Skateworld. This is an eagerly awaited and successful activity.
- . A regular education and special education class studied the same literature unit at the same time. They then attended a performance of "Beauty and the Beast" at St. John's University. This was followed by a literature unit in which both classes participated in cooperation with the school librarian.
- . An HC30 class and a regular education class went together to the Telephone Company Museum in conjunction with a study unit on Communications.
- . Special education and regular education classes and their teacher went to the Camp Lenox Ecology Program Site for a three-day trip.
- . Special education students participate with regular education students in the Boathouse Ecology Program.
- . Special education and regular education students go together to the Hospital Boat at South Street Seaport for physical and dental check-ups and the Health Care Related Programs.
- . The special education graduating classes at several junior high schools participate in the out-of-city school senior class trip.

ACTIVITY: SPECIAL EVENTS

Program

Considerations:

- . Novel activities enhance integration and involvement

Safety

Considerations:

- . See Table 2, page 8

Strategies:

- . Pair special education class with regular class of the same age or grade level for special events
- . Use joint planning and implementation to increase active participation
- . In graduation and award experiences have all students march into auditorium by size places rather than having special classes enter separately
- . Involve special students in dance festivals, art fairs, crafts fair, science fair, cooky or candy sales, PTA fund raisers, plant sales, book fairs, school orchestra, chorus, glee club, monitorial squad, school nutrition committee, energy fair, May Festival, newspaper, Metropolitan Opera tryouts, holiday presentations, parent teas, sporting events, school sing, annual school play
- . In General Organization; special education students can run for school office
- . After-school centers; encourage students to participate
- . For Special Olympics; use mainstream buddies to participate, train, and attend the activities
- . Use school clubs as an integrating activity

Special

Considerations:

For Hearing Impaired Students

- . Use of visual clues, clear unexaggerated speech, written cues or signs where applicable, good lighting during presentations
- . Seating close to the focus of activity for better auditory and visual conditions

A SPECIAL EVENTS SAMPLER

- . Special education students participated in the school Spelling Bee. One won and went to District Finals.
- . Special education and regular education classes combined to present a joint performance at the school Spring Dance Festival.
- . Special education and regular education students participated together on their junior high school basketball team which is coached by a special education teacher.
- . Special education students participated in the preparation of their elementary school's Puerto Rican Discovery Day luncheon for parents and teachers.
- . Special education students and regular education students performed together in their school's celebration of Pan American Martin Luther King Day.
- . Special education students participated in Chinese New Year pageants as part of their school celebration.
- . At several elementary schools, all students, special education and regular education, participate together in weekly clubs which are led by all teachers. Students are given the opportunity to select their club based on interest preferences.
- . To facilitate the special education classes' performance in the Outdoor Dance Festival, one school had smaller guide circles painted in the playground when the Festival was held.
- . Special and regular education students jointly staffed booths in their school's Annual Carnival.
- . Special education students participate in school graduation exercises on the same basis as all other students.
- . Special education students participate in school monitorial, firedrill, and security squads.
- . Special education students participate in the school chorus.
- . Special education students are members of the school Nutrition Committee.
- . Special education students participate in the school Olympics.
- . Special education students submit entries to the school Annual Hobby and Crafts Exhibit.
- . Special education students take part in the school Energy Fair.

ACTIVITY SUGGESTIONS FOR HIGH SCHOOL

The integration of special education and regular education students in the daily nonacademic activities of a school enriches the entire school community. Special education students can strengthen their own self image as they participate on an equal basis with mainstream students.

Regular education students can become more sensitive to others and, perhaps for the first time, see the strengths rather than the limitations of people with handicapping conditions.

Special education and regular education staff members begin to experience themselves as part of the total school community rather than as a separate and isolated unit. Regular education staff has the opportunity to learn more about special education and students. This may lessen anxiety and improve the prospects of positive academic mainstreaming.

The suggestions for facilitating the mainstreaming process in lunch, assemblies, trips, and special events have been organized on the following pages to reflect the experiences of principals, supervisors, and teachers who are involved with successful mainstreaming programs. For each activity, the following information is given:

Rationale: significance of activity toward mainstreaming

Program

Considerations: these are items the administrator and staff must consider in planning a program

Strategies: strategies and recommendations for accomplishing the activity are suggested

Special

Considerations: particular recommendations for specific students

For assemblies, trips, and special events, a sample of programs which have occurred in the public school system are provided. For each of the activities, the administrator is reminded that the overriding framework should be:

- . Try to do the activity in the same manner and along with all other students as much as possible
- . Use the activity as an opportunity for socialization
- . Consider safety features in planning activities (see Table 2)

ACTIVITY: LUNCH

Rationale:

Provides involvement in the most general, daily activity taking place in the high school

Program

Considerations:

- Every special education student must be programmed for daily mainstream lunch period (except if indicated on IEP)
- Programmed for lunch on an individual basis rather than as part of a special education class

Strategies:

- Outline procedures for emergency assistance in crisis situations
- Introduce regular security staff to students in a positive and friendly manner
- In the early part of the year, special education staff could be present in lunchroom
- Lunchroom behavior code and consequences for disruptive behavior should be clearly defined

Special

Considerations:

- Define pertinent vocabulary for hearing impaired students
- Teachers of hearing impaired should orient staff on special needs of students
- Staff should face hearing impaired students directly when speaking
- A list of hearing impaired students should be given to staff
- Assign a mainstream buddy for hearing impaired students
- Initial orientation to hearing impaired students should be provided by teacher of hearing impaired

ACTIVITY: ASSEMBLY

Rationale: Heightens the sense of involvement and belonging to the school; provides a pool of shared experiences

**Program
Considerations:**

- . Students must attend school assemblies (except if indicated on IEP)
- . Schedule for assemblies in same patterns as total school body

Strategies:

- . Avoid scheduling all special education classes at one time for assemblies
- . Brief staff on the importance of and the requirements of nonacademic mainstreaming
- . Intersperse special education students amongst entire audience
- . Encourage participation of special education students in assembly programs
- . Provide opportunities for special education and regular education students to prepare and present programs together

**Special
Considerations:**

- . Refer to page 17 for hearing impaired students

AN ASSEMBLY SAMPLER

- . Incoming special education and regular education ninth graders participated together in an orientation to high school program.
- . "Meet the Principal" assemblies are scheduled on a regular basis for regular education and special education students throughout their ninth grade year to help them adjust to high school life.
- . A special education student was a featured performer in the school music assembly.
- . Special education students attend the Vocational Program assemblies which present speakers representing various occupations.
- . Special education students attended the school Black Solidarity Day assembly program.
- . Special education students have the opportunity to attend the College Advisement Programs at senior assemblies.
- . Special education students presented a fashion show for their school's assembly program.

ACTIVITY: TRIPS

Rationale: Expands both range of experiences and participation with regular student body

**Program
Considerations:**

- . Participate according to general school design
- . Personal identification
- . Procedures and safety precautions

Strategies:

- . Mainstream buddies can be used for socialization and safety
- . Plan trips by class or by grade
- . Thoroughly prepare student for procedures and safety features

**Special
Considerations:**

- . Refer to page 20 for considerations concerning hearing impaired and orthopedically handicapped students

A TRIP SAMPLER

- . Special education and regular education students participated together in camping trips to Gateway National Park and Alley Pond Environmental Center accompanied by regular and special education staff members.
- . Special education students attended Senior Class Day and weekend trips sponsored by various high schools.
- . Special education students participated in their school bowling party trips.
- . Special education and regular education students go together to see Broadway shows, or picnics, and participate in various other special activities as a result of a grant received by their high school.

ACTIVITY: SPECIAL EVENTS

Rationale:

Special events can bring all students directly together in activities which are not dependent upon academic skills. They have great potential for breaking through the sense of separateness and alienation which too often characterizes the internal life experience of special education students. They may provide the main, or only, opportunity for special education students to function as peers to regular education students and to experience the give and take of normal school life.

Program

Considerations:

- . Encourage all students to participate in school activities
- . Provide assistance for students who are interested
- . Orient/develop school activities to provide "something for everyone"
- . Include students in all events unless precluded on IEP

Strategies:

- . Use all opportunities to expand student interests
- . Encourage participation and representation in the school General Organization
- . Special education staff should encourage and provide supportive assistance for special education students interested in special events

Special

Considerations:

- . None

A SPECIAL EVENTS SAMPLER

- . Special education students participate in school graduation exercises on same basis as all other students.
- . Special education students are members of the junior and senior Varsity football, basketball, volleyball, swimming, and track teams at many high schools.
- . Special education students attend school dances.
- . Special education students attend school G.O. sponsored skating rink parties.
- . Special education students participate in the annual Sing Performance at many high schools.
- . Special education students acted as ushers at their school Book Fair.
- . Several special education students were selected for their school's Student Leadership Training Program.
- . Special education students belong to the Future Leaders of America group at their school.
- . Special education students tryout and some are selected for participation in the annual school play.
- . A special education student is staff photographer for the school Yearbook.
- . Special education students participate in after-school programs, such as, typing, music, sports, art, etc.
- . Special education students belong to school clubs, such as, drama, photography, etc.
- . Special education students took part in the preparation and implementation of their school's "special day" including games, dances, races, faculty-student sports.
- . Special education students take an active role in school fund-raising activities.
- . Special education students are on the staffs of school newspapers.
- . Special education students take part in community work activities along with regular education students.
- . Special education students are assigned as student monitors.

RESOURCES

There are many resources available to administrators which can assist in the implementation of mainstreaming programs. The widespread attention given to mainstreaming has created an enormous wealth of materials for administrators to use. Yet, the greatest resource to administrators is other administrators who have successfully implemented programs within their schools. Many principals in New York public schools have developed imaginative and effective programs for involving special education students into the nonacademic activities in the school. Administrators are urged to visit their colleagues; to view a variety of program models; to share and discuss various approaches with each other. Through such interchange, principals can develop the most effective program design for their individual schools.

The following resources highlight just some of the organizations and materials available. The list is organized as follows:

1. Resources within the New York City Public Schools
2. Training Materials
3. Books for Teachers, Administrators, and Parents
(Adapted from "The Kids Project" Bibliography)
4. Books for Students
5. Filmstrips
6. Films and Videotapes
7. Kits and Other Resources

1. RESOURCES WITHIN NEW YORK CITY PUBLIC SCHOOLS

Division of Special Education

Office of Program Development

- . Assistance in development of training activities
- . Consultation
- . Provision of workshops and materials
- . Special Education Training and Resource Center (SETRC)

Field Services Unit

- . Direct work with special education staff concerning nonacademic mainstreaming
- . Participation in training activities for full staff

Community School Districts

- . Intervisitation among principals to observe mainstreaming program design and share ideas

United Federation of Teachers

- . Project Mainstream

2. TRAINING MATERIALS

"Training and Professional Skill Development" Fall 1981. A catalogue of resources.

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, Virginia 22091

"A Curriculum to Foster Understanding of People with Disabilities" Includes a staff manual; curricula for social studies, science, and English literature; a book list for and about students with special needs.

New York State Education Department
Publication Distribution Sales Staff
Education Building Annex Room 169
Albany, New York 11234

"The Kids Project" Bibliography
New York State Office of Mental Retardation and
Developmental Disabilities
44 Holland Avenue
Albany, New York 12229

3. BOOKS FOR TEACHERS, ADMINISTRATORS, AND PARENTS (Adapted from "The Kids Project" Bibliography)

Baskin, Barbara H. Notes From A Different Drummer, R.R. Bowker Co., 1180 Avenue of the Americas, N.Y., N.Y. 10036 - 1978 - \$15.95. Summarizes juvenile fiction portraying the handicapped in books for ages five to adults.

Biklin, Douglas. The Elementary School Administrator's Practical Guide To Mainstreaming. Human Policy Press, P.O. Box 127, University Station, Syracuse, N.Y. 13210 - 1977. For administrators and others who want their schools to serve all children; this handbook offers concrete advice regarding the implementation of mainstreaming.

Bisshopp, Patricia. Books About Handicaps for Children and Young Adults: The Meeting Street School Annotated Bibliography. Meeting Street School. Rhode Island Easter Seal Society. E. Providence, Rhode Island - 1978.

Cleary, Margaret. Please Know Me As I Am. Jerry Clearly Co., 25 Ronald Rd., Sudbury, Mass. - \$3.95 plus \$.50 handling. Suggestions for teachers on sensitizing non-disabled children to the needs of the disabled.

Council for Exceptional Children. Making It Work: Practical Ideas For Integrating Exceptional Children Into Regular Classes. Council for Exceptional Children, 1920 Association Dr., Reston, Va. - 1976. Model mainstreaming programs at pre-school, elementary, and high school levels. Contains how-to's for setting up programs. Annotated bibliography of criterion referenced texts.

Jordan, June B. Teacher Please Don't Close The Door: The Exceptional Child In The Mainstream. The Council For Exceptional Children, 1920 Association Dr., Reston, Va. 22091 - \$9.75. Team approaches to assessment, local and state program planning, and ways to involve children in the least restrictive environment. Looks at the role of parents, consulting and resource teachers, diagnosticians, regular teachers, the principal. Useful as training manual for teachers.

Myers, Robert. Like Normal People. McGraw-Hill, 1221 Avenue of Americas, N.Y., N.Y., 10020 - 1978 - \$9.95 - \$2.25 pap. The story of Roger and Virginia Meyers, who are retarded, written by Roger's brother. Recounts their life-long struggle to lead a decent and dignified life and their enormous frustration in being treated differently from everyone else around them. Was also a T.V. movie with Shaun Cassidy.

- National Easter Seal Society. Let's Play Games. Dept. WD, 2023 W. Ogden Ave., Chicago, Ill. 00612 - \$1.25 plus \$.75 postage and handling.
A booklet of more than fifty games that handicapped children can play and enjoy. Divided into three amusingly illustrated sections for different age groups.
- National Federation of the Blind. Your School Includes A Blind Student. National Federation of the Blind, 1800 Johnson St., Baltimore, Md. 21230 - \$2.25.
- Reynolds, M.C. Teaching Exceptional Children in All America's Schools: A First Course for Teachers and Principals. The Council For Exceptional Children, 1920 Association Dr., Reston, Va. - 1977 - \$16.50.

4. BOOKS FOR STUDENTS

- Adams, Barbara. Like It Is: Facts and Feelings about Handicaps From Kids Who Know. Walker and Co., 720 Fifth Ave., N.Y., N.Y. 10019 - 1979 - Ages 8-14.
Children with disabilities describe how they really feel about themselves and their problems. Photographs enhance the first person narrative.
- Anders, Rebecca. A Look At Mental Retardation. Lerner Pub. Co., 241 First Ave. North, Minneapolis, MN. 55401 - 1976 - \$4.95 - Gr. 3-6.
Deals with mental retardation in an easy-to-read text with sensitive photos. Author explains reasons for mental retardation and what children can do to help retarded children become accepted.
- Biklen, Douglas. You Don't Have to Hear to Cook Pancakes: A Workbook on Understanding People. N.Y. Human Policy Press, P.O. Box 127, University Station, Syracuse, N.Y. 13210.
A humorous, fully illustrated book that encourages children to act on their concerns about differences among people.
- Charlip, Remy. Handtalk: An ABC of Fingerspelling & Sign Language. Parents MAG. Press, 52 Vanderbilt Ave., N.Y., N.Y. 10017 - 1974 - \$5.95 - Gr. 1 and up.
Extraordinary color photographs bring to life and exciting non-verbal game for all children. This unusual picture book will help children learn the alphabet, word concepts, and sentence structure by using the hands and body to express thought.

Kamien, Janet. What If You Couldn't?...A Book About Special Needs. Charles Scribner's Sons, 597 Fifth Ave., N.Y., N.Y. 10017 - 1979 - \$7.95.

The author helps the reader imagine what it would be like to have certain handicaps. This book is an excellent preparation for children who will have a mainstreamed disabled child in their classroom.

Larsen, Hanne. Don't Forget Tom. Crowell Co., 521 Fifth Ave., N.Y., N.Y. 10017 - 1978 - \$5.79 - Gr. K-4.

Tom, a six year old, wants to do all the things other children his age do, but he can't always keep up because part of his brain doesn't work. His younger brother and sister accept and encourage him and help him learn to do all he can.

McGrath, E. An Exceptional View of Life. An Island Heritage, Norfolk Island, Australia - 1977.

An excellent book of pictures, poems, and stories produced by children with disabilities.

Peter, Diana, Claire and Emma. John Day Pub., Harper & Row, 10 East

53rd St., N.Y., N.Y. 10022 - 1977 - Gr. K-4. Claire and Emma are deaf. The author describes their everyday activities and shows how they can have fun and can be expected to perform as well as anyone. Presents carefully the need for patience when talking to a deaf child, and the difficulties they face in communicating.

Petersen, Palle. Sally Can't See. John Day Pub., Harper & Row, 10 East 53rd St., N.Y., N.Y. 10022 - 1977 - \$5.95 - Ages 4-9.

Explains the braille system and the special learning difficulties that blind people experience. The main character, Sally, is admired for her courage and determination.

Phelan, Terry Wolfe. The S.S. Valentine. Four Winds Press, Scholastic Book Services, 50 West 44th Street, N.Y., N.Y. 10036 - \$5.95 - Ages 7-11.

The children aren't sure how to act when Connie Robinson, who is physically handicapped, joins their class.

Sackmary, A. Special People: Basic Facts To Help Children Accept Their Handicapped Peers. New Jersey Association for Children With Learning Disabilities.

Sullivan, Mary Beth. Feeling Free. Addison-Wesley, Jacob Way, Reading, MA. 01867 - 1979 - \$9.95 - \$5.95 pap. - Gr. 4-8.

A collection of interviews, cartoons, skits, games, puzzles, and stories aimed at dispelling myths about disabled people.

White, Paul. Janet At School. Crowell, 521 Fifth Ave., N.Y., N.Y.
10017 - 1978 - \$5.79 - Gr. K-4.

Story of a five year old with spina bifida. Although Janet has no movement in her legs, she finds her own ways to learn and enjoy things with her school friends.

5. FILMSTRIPS

Every Kid Is Special. 6 f.s., 6 cass. Charles W. Clark Co., Inc.,
564 Smith Street, Farmingdale, N.Y. 11735 - \$108, \$20 ea. unit -
Gr. K-3

As students view the sensitive depictions of failures and successes of the youngsters in the filmstrip, their understanding and acceptance of the handicapped and of themselves will grow. Includes learning disability, hearing impairment, physical disability, visual impairment, learning left/right responses.

I'm Just Like You: Mainstreaming the Handicapped. (Set) Cassette. Auto.
and man. Color. 2 strips w/2 cass. Teacher's guide. Sunburst
Communications, Pleasantville, N.Y. 10571 - 1977 - \$59 set.

Includes: Taking It In Stride; Dealing With The Problem.
Actual case histories of disabled children mainstreamed in regular public schools. Sensitive, real-life interviews give parents educators, and student awareness of needs and abilities of disabled people. Also, examines the attitudes of non-disabled students toward their peers.

Special Friends. 8 strips, 4 cass., teacher's manual, poster. Listen
and Learn Company, 133666 Pescadero Road, LaHonda, CA. 94020 - \$75
set - Gr. K-3.

Designed to teach primary grade students the needs and problems of disabled children. Includes physically handicapped, learning disabled, emotionally disturbed, and mentally retarded.

Special World of Kids. (Series) Cass., auto. and man., color, 6 strips,
6 cass. Educational Enrichment Materials Co.; a subsidiary of New
York Times, 110 South Bedford Road, Mount Kisco, N.Y. 10549 - \$108
series - \$22 ea. - Gr. K-3.

Includes: How I Faded Away; A Cane In Her Hand; The Very Messy Room; Sometimes I Like To Cry; Tell Them My Name Is Amarda; I Won't Go Without a Father.

Based on children's books published by Albert Whitman Co. Strips explore the social experiences of special children with an eye to fostering acceptance and understanding by their peers.

Understanding Differences. (Series) 4 strips, 4 cass., Teacher's Guide.
Learning Tree Filmstrips, 934 Pearl Street, Box 1590, Dept. 500,
Boulder, Colorado 80306 - \$64 set - \$19 ea.

Includes: I Can't Read; People Say I'm Slow; What's So Great About Being Smart; How Can You Run When You Can't Even Walk?

A Walk In Another Pair of Shoes. 1 strip, 1 cass. ACLD CANHC Film Distribution, P.O. Box 61067, Sacramento, CA 95860 - \$15 Tennessee Ernie Ford narrates. Shows how it feels to be a learning disabled child. Illustrates visual, auditory, perceptual, and motor coordination handicaps.

You're Different, So Am I. Disc and cass., auto. and man., 2 strips with 2 discs, 2 case., teacher's guide. Guidance Associates, Communications Park, Box 300, White Plains, N.Y. 10603 - 1979 - \$59.50 set - Gr. 4-6.
Includes: How Are You Different? Experiencing Differences. A low-key treatment of handicaps and how handicapped children feel. Covers the idea that everyone feels different sometimes, that comments and actions can make friends unhappy. Focus then moves to children who are different permanently. Shows a class experiencing the frustrations of being handicapped through simulation activities. Orthopedically disabled, blind, deaf, learning disabled, and mentally retarded children are discussed.

6. FILMS AND VIDEOTAPES

I'll Find A Way. 16mm. Color. National Film Board of Canada.
Distributor: The Media Guild, Box 831, Solana Beach, CA. 92075 - 1977 - \$415. (Rental: \$40) (Gr. 3-Adult).
This Academy Award winner about a nine year old girl with Spina Bifida reveals that many of the problems she faces are common to all children.

The Invisible Children. 16mm. Color. Learning Corporation of America. 135 Avenue of the Americas, N.Y., N.Y. 10019 - \$350 (\$40 Rental) - Teacher's Guide.
Barbara Aiello and her "Kids on the Block" Puppet Troupe join with Gary Burghoff (Radar from "Mash") to sensitize children about disabilities.

Like You, Like Me. 16mm. Color. Encyclopedia Britannica Educational Corporation, 425 North Michigan Ave., Chicago, Ill. 60611 - 1977 - \$155 ea. (Rental \$10 ea.).
Includes: Everyone Needs Some Help; Let Me Try; Why Me?; When I Grow Up, etc.
Series of 10 animated films focuses on disabilities of children from three aspects: interpersonal relations, achievements, and accomplishments, and attitudes and feelings. Included are mental retardation, physical handicaps, etc.

Lily: A Story About A Girl Like Me. 16mm. Davidson Films, Inc., 3701 Buchanan St., Santa Fe, CA. 94123.
Film focuses on Lily's daily life and shows how fully a Down's Syndrome child can develop when raised in a normal home environment. Lily was a pioneer in mainstreaming. The film is made by Elizabeth Grace, Lily's mother.

Not Separate Anymore. Videotape. Bank Street College for Education,
610 West 117 Street, New York, N.Y.

Videotape shows program for mainstreaming Educable Mentally
Retarded students in a New York City elementary school.

People You'd Like to Know 16mm. Encyclopedia Britannica Educational
Corp. 425 No. Michigan Ave., Chicago, Ill. 60611 - Gr. 4-Adult
Ten film portraits especially prepared to help integrate middle
grade and older disabled children into the regular classroom and
the total community life. Disabilities include deafness, blind-
ness, mental retardation, reading problems, etc.

What Do You Do When You See A Blind Person? American Foundation for
the Blind, 15 West 16th Street, N.Y., N.Y. 10011.
A short and funny film which appeals to children. Shows sighted
people's most common mistakes interacting with blind people.
The foundation is also a resource for charts, booklists, films,
and pamphlets on subjects such as "Braille Alphabet & Numerals,"
"Helen Keller, " "How Does a Blind Person Get Around?"

7. KITS AND OTHER RESOURCES

Braille Alphabet Cards. Free to children who write individual (not
class) letters.

Zoom Braille Card
Box 350
Boston, Mass. 02134

Howe Press
Perkins School for the Blind
Watertown, Mass. 02172

Children's Playing Cards. National Ass'n. of the Deaf, 814 Thayer Ave.,
Silver Springs, Md. 20910 - \$2 per deck. These regular size playing
cards were developed to aid children and their parents to learn signs.
The deck contains 26 simple children's vocabulary words. Each pair
of cards contains one card with a four color representation of the
object, and a line drawing plus the printed word. In each deck is
a set of instructions for games like "Old Maid," "Go Fish," and
"Concentration."

Hello Everybody. (Kit) James Stanfield Film Associates (SFA), P.O. Box
1983, Santa Monica, CA. 90406 - \$175 - Gr. 4-6.
Series of filmstrips with cassettes and resource materials. Acquaints
both teachers and students with the basic aspect of the most common
handicaps. Focuses on eight disabled children who are successfully
dealing with their handicaps. Kit includes follow-up activities.

Kids Come In Special Flavors. (Kit) Special Flavors, Box 562, Forest
Park Station, Dayton, Ohio 45405 - 1978.
Kit contains guide book, cassette tape, and other materials needed
for sixteen action simulations to help increase awareness and under-
standing of learning disabilities, mental retardation, cerebral palsy,
spina bifida, and visual and auditory impairments.

Production:

Curriculum Development Unit
Bebe Bernstein, Administrator

NOTES